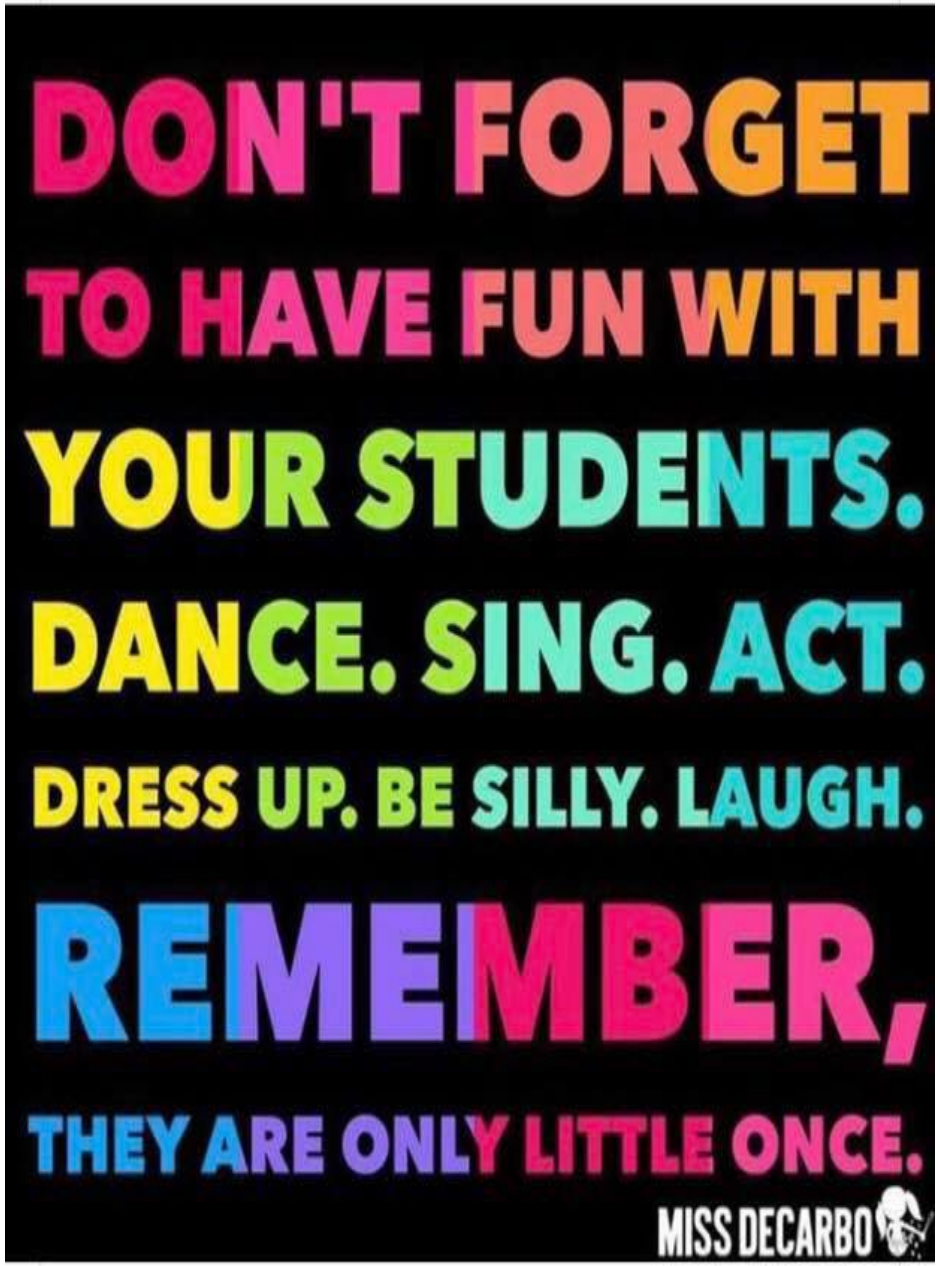
Moving Toward Mastery

in Kid-Friendly Ways!

Artie Almeida, Clinician

Northwest Arkansas Travelers Orff


DON'T FORGET
TO HAVE FUN WITH
YOUR STUDENTS.
DANCE. SING. ACT.
DRESS UP. BE SILLY. LAUGH.
REMEMBER,
THEY ARE ONLY LITTLE ONCE.
MISS DECARBO


Sevens
1-2-3-4-3-2-1
Directions on Page 3


Sevens
A-B-C-D-C-B-A
Directions on Page 3

Sevens

Body Percussion Lesson with Drum Transfer

(***YouTube: Search Clapping Games, then Sevens. Two girls demo the patterns.***)

The form is A-B-C-D-C-B-A

- **First time= BP**
- **Second time = add drums**

Our **speech cues** as we're learning:

Section A: 1-2-3-4-5-6-7 (repeat) (Pat Laps)

Section B: 1-and-2-and-3-and-4 (repeat) (Alternate Pats/Claps)

Section C: 1-2-3-1-2-3-1 (repeat) Pat/Clap/Snap/Pat/Clap/Snap/Pat)

Section D: Criss Cross-1-2-3-2-1 (repeat) (Pat/Cross Pat/Pat/Clap/Snap/Clap/Pat)

Ask students to create a new Section E and share with classmates.

Tempo Poems

Adagio

Adagio,
Adagio,
Adagio
means
slow…

Moderato,
Moderato,
Moderato,
medium …

Allegro, Allegro, Allegro is fast…

Presto!

Presto, presto,
very fast!

Presto, presto,
very fast!

Presto, presto,
very fast!

Chester

To the tune of
Yankee Doodle

Oh, Chester have you heard about Harry.
Just got back from the Army.
I hear he knows how to wear his clothes.
Hip Hip Hooray for the Army!

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Hip Hip Hooray for
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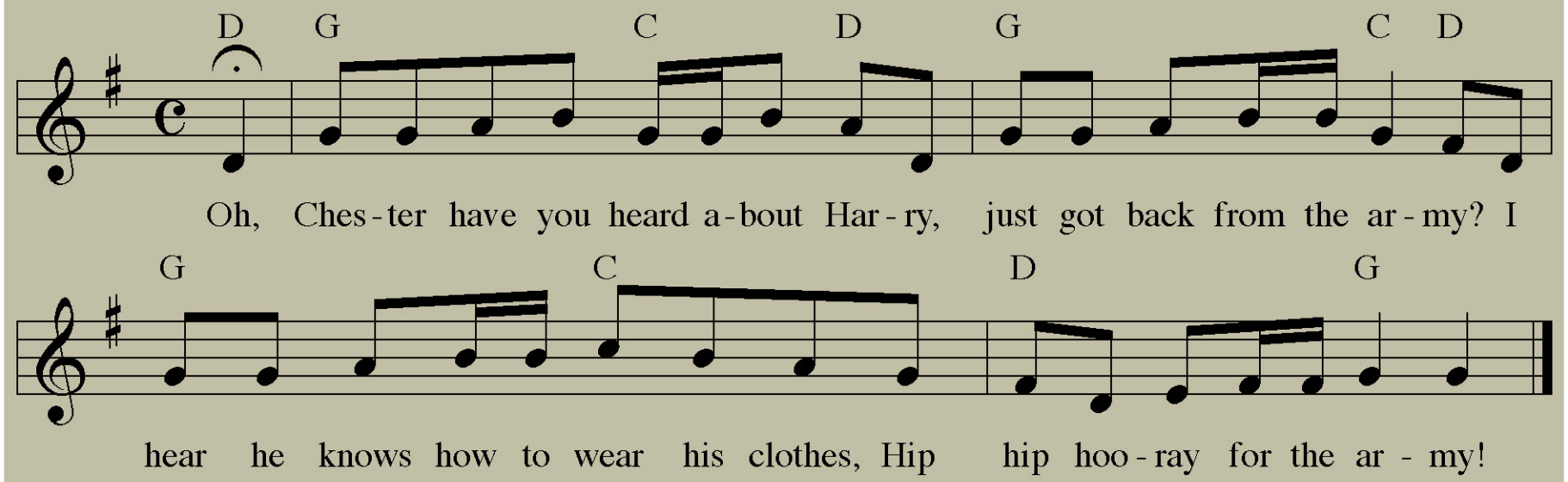
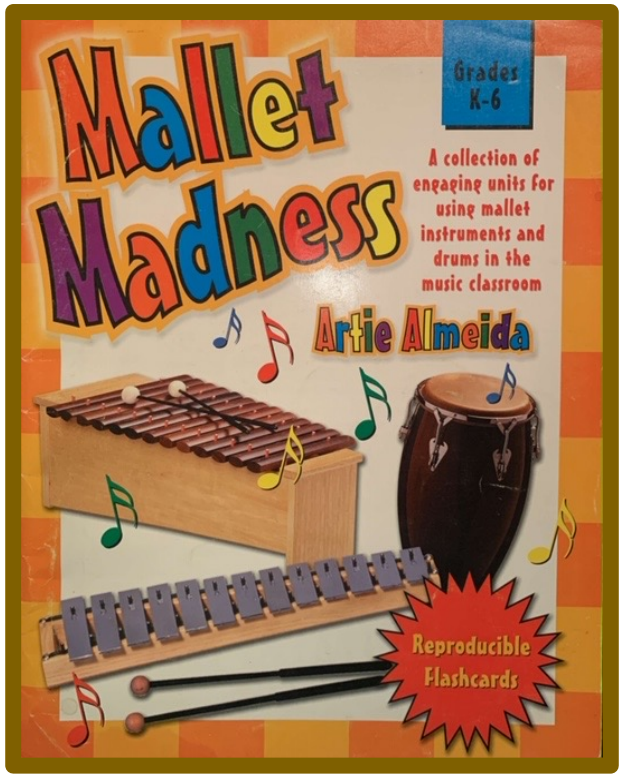
Chester

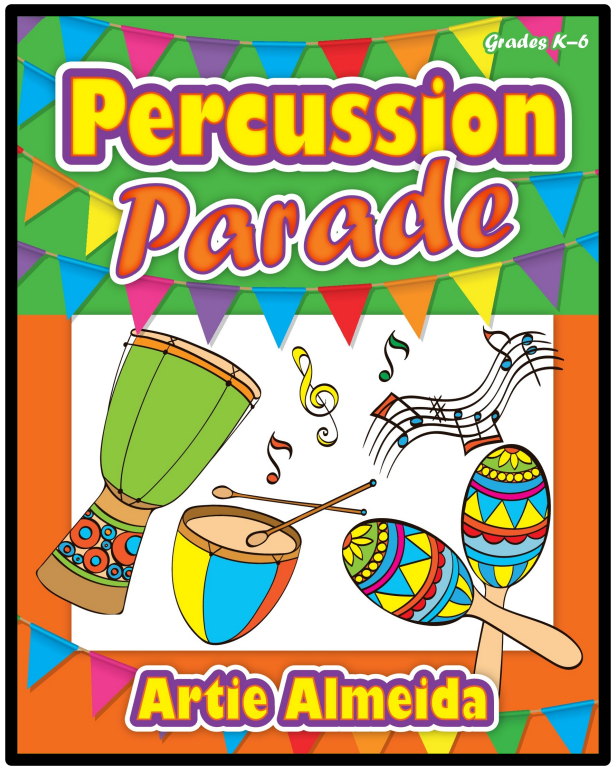
4 bar intro *adagio~moderato~allegro~presto* Traditional



CRAZY EIGHTS!

A PHRASE LESSON FOR NON-PITCHED-PERCUSSION, DRUMS OR MALLET INSTRUMENTS





Percussion Parade

Drums

Kids love percussion instruments and you'll love the musicality and skills that are developed with these engaging lessons!

Crazy Eights: Hand Drums or Large Drums (Grades 3–5)
Rocky Mountain Drum Game: Body Percussion and Hand Drums (Grades 3–5)
Two Is Company: Hand Drums (Grades 3–5)
Lemonade Crunchy Ice: Clapping Game and Hand Drums (Grades 3–5)
Icka Backa: Body Percussion and Hand Drums (Grades 2–5)
P-E-R-C-U-S-S-I-O-N: A Friendly Drum Battle (Grades 4–5)
Down the Line, Soundin' Fine: Large Drums (Grades 3–5)
Meter Mash-Up: Large Drums or Hand Drums (Grades 2–5)
Best Day of My Life: Large Drums (Grades 3–5)
Quadraboom: Four Graduated Sizes of Hand Drums (Grades 3–5)

Assorted Non-Pitched Percussion

Non-Pitched Percussion is affordable, accessible, and a powerful tool in a general music classroom!

Freeze, Pleeze: Marching Band Freeze Game (Grades K–3)
Pass the Timbre Hammer: Instrument Identification Game (Grades K–5)
Percussion Parade: Non-Pitched Percussion Marching Band (Grades K–3)
Here Are Quarter Notes: A Hoop Group Lesson on Timbre (Grades 3–5)
Primo Vere: V. Ecce Gratum: Non-Pitched Percussion Score (Grades 2–5)
Music for the Royal Fireworks: Non-Pitched Percussion Processional (Grades K–5)
Tony Chestnut: Motions and Non-Pitched Percussion (Grades 3–5)
Old Brass Wagon: Body Percussion and Non-Pitched Percussion (Grades 3–5)
Happy: Rhythm Reading (Grades 1–5)

Non-Traditional Percussion Instruments

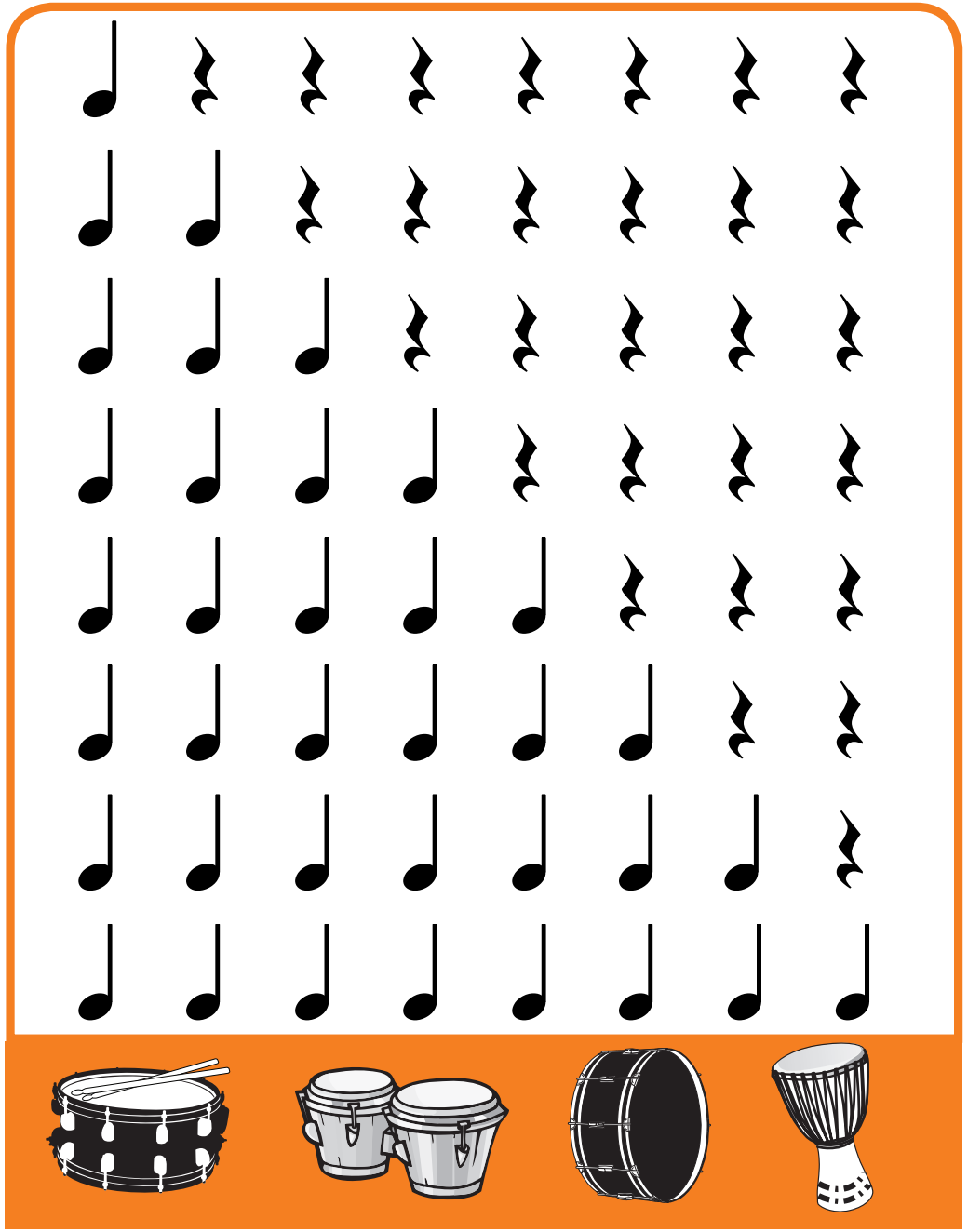
Mix things up with these unusual sound sources that are very motivational for young students!

Who Let the Dogs Out: Plates (Grades K–3)
Hungarian Dance #5: Plates (Grades 3–5)
Everything Is Awesome: Plates (Grades 3–5)
Popcorn: Kickballs (Grades 3–5)
National Emblem: Kickballs (Grades 3–5)
Surfin' USA: Kickballs (Grades 3–5)
Dynamite: Kickballs (Grades 3–5)

QUARTER NOTE

QUARTER REST

CRAZY 8S



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Crazy 8s
Lesson Cues

CRAZY 8s

1. "Quarter Note" (echo) "One beat of sound" (echo)
2. "Quarter Note one beat of sound" (echo)
3. "Quarter Rest" (echo) "One beat of silence" (echo)
4. "Quarter Rest one beat of silence" (echo)
5. We're going to talk about phrases today . . .
   "A phrase is a musical sentence. Can you echo me?"

6. Let's count some 8-beat phrases together . . .
   "1-2-3-4-5-6-7-8 . . . 1-2-3-4-5-6-7-8 . . ."

7. "Okay, please put your hands behind your back while I perform a piece for you called *CRAZY 8s."*
8. Who can describe for me what I just did?

IT IS DIFFICULT FOR THE STUDENTS TO DESCRIBE IT IN WORDS! ☺ Usually they just do what I did . . .

9. PLEASE JOIN ME IN PERFORMING CRAZY 8S! ☺
   (**Lip Sync** the #s and rests!)

10.DISPLAY SCORE OF CRAZY 8s PIECE!!!

10. OKAY – grab a percussion instrument and lets' play!
11. In the classroom – march in a circle, stepping/playing
12. NOW – let's bump it up a bit with REVERSE CRAZY 8s
    (First all 8 beats, then the first 7, then 6, etc)
13. FINAL CHALLENGE – CRAZIER 8s!
    a. (Just 8s, then 7+8)

REVERSE!

CRAZY

S

POP TOOB!

CRAZY

S

HAND DRUM!

CRAZY

S

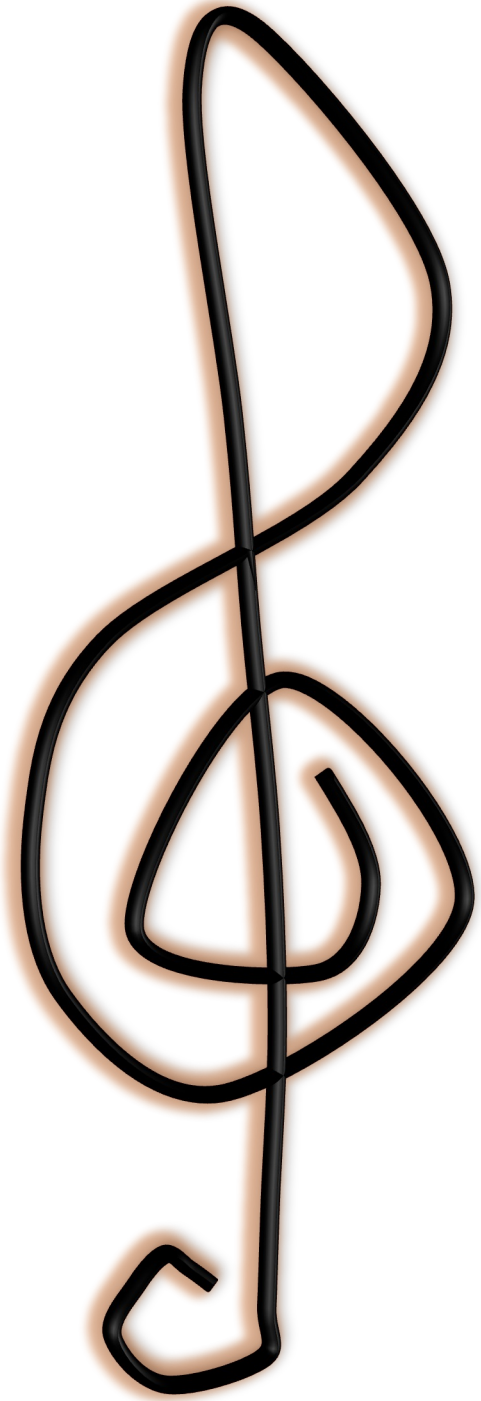

Sound Sticks

MOVIN & GROOVIN!

CRAZY 8s

ORFF-Y

S



Engine, Engine Number 9

Engine, Engine #9

Rhythm Picture Pointing Page

[No Title]

En-gine	en-gine	num-ber	nine,
Go-ing	down Chi-	ca-go	line.
If the	train goes	off the	track,
Will I	get my	mon-ey	back?

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Engine, Engine #9

Rhythm Notation Pointing Page

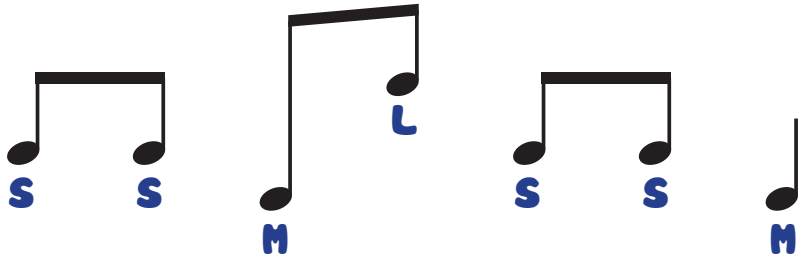
1. Sing the words and clap the rhythm. Follow the ♫ and the ♩ above the words.

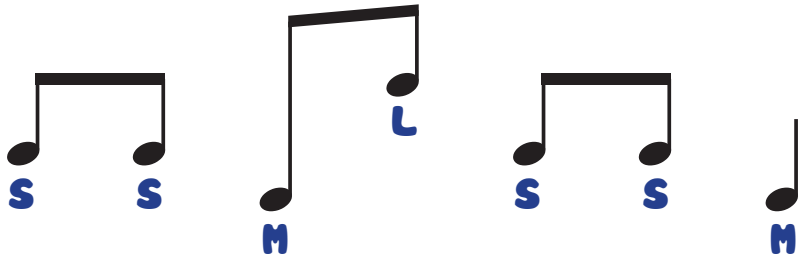
En-gine	en-gine	num-ber	nine,
Go-ing	down Chi-	ca-go	line.
If the	train goes	off the	track,
Will I	get my	mon-ey	back?

2. Clap and sing the rhythm syllables. Say "ta" for every ♩. Say "ti-ti" for every pair of ♫.

Engine, Engine #9

Solfège Notation Pointing Page





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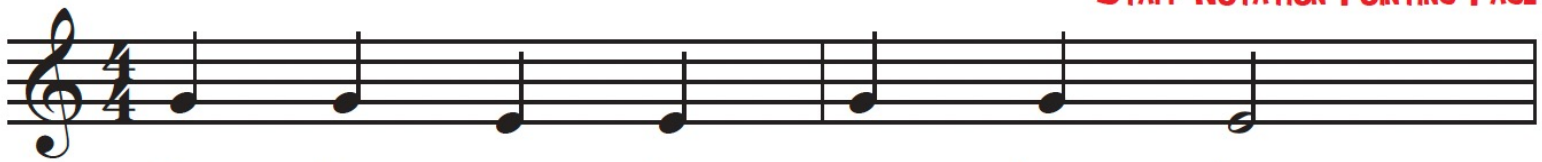
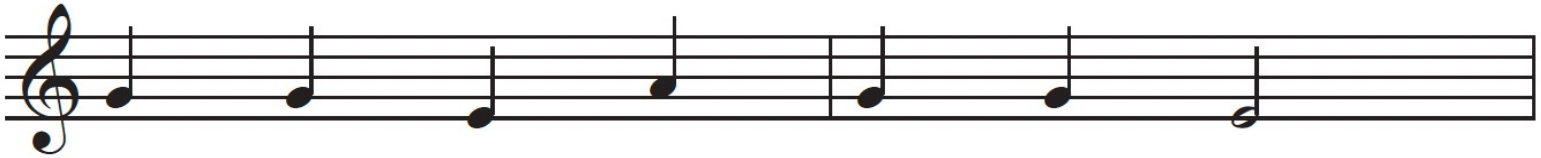
Engine, Engine #9

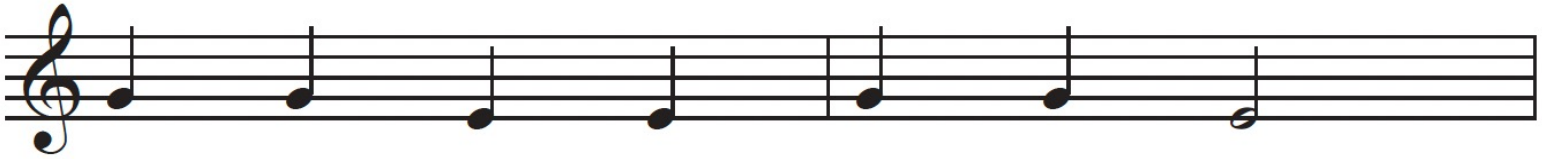
Staff Notation Pointing Page



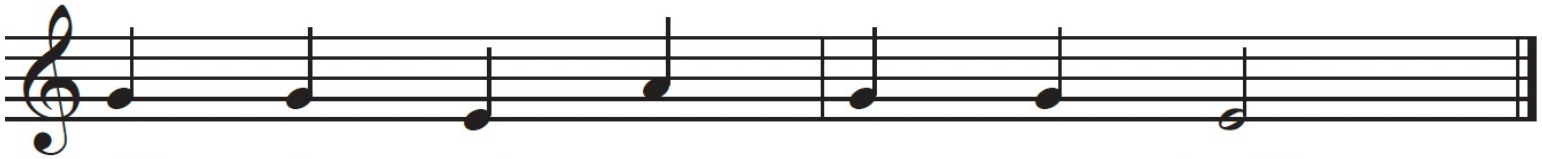
En - gine, en - gine num - ber nine.



Go - ing down Chi - ca - go line.



If the train goes off the track,



will I get my mon - ey back?

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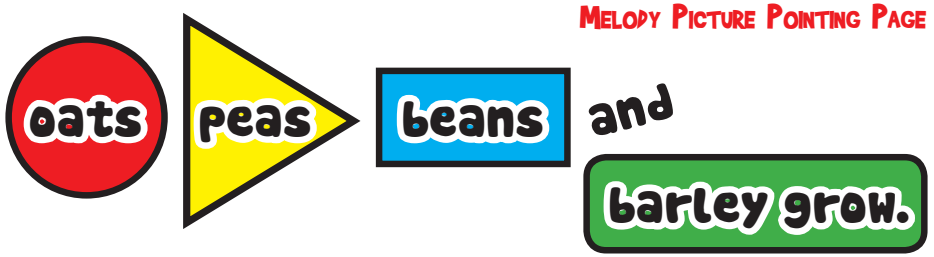
Engine, Engine Number 9

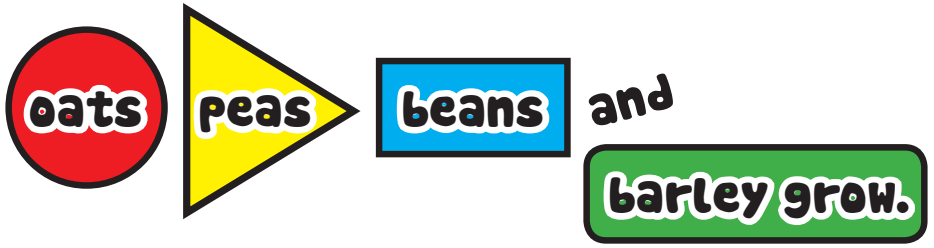
Note Value Fun!

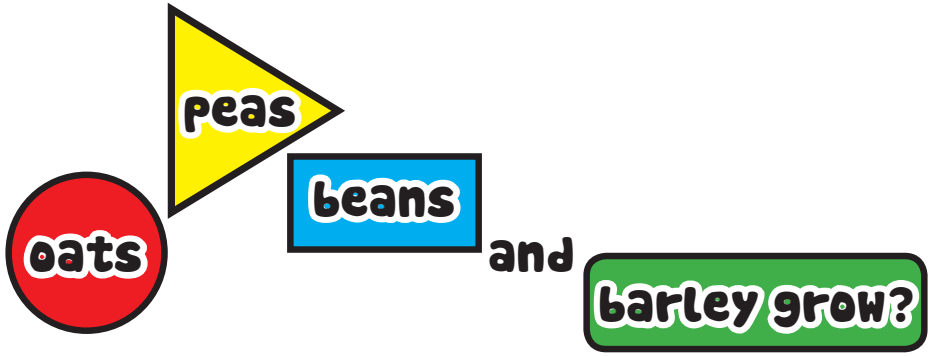

TRAIN DERAILMENT !

Oats, Peas, Beans

Melody Picture Pointing Page







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Oats, Peas, Beans

A body percussion and instrument challenge!

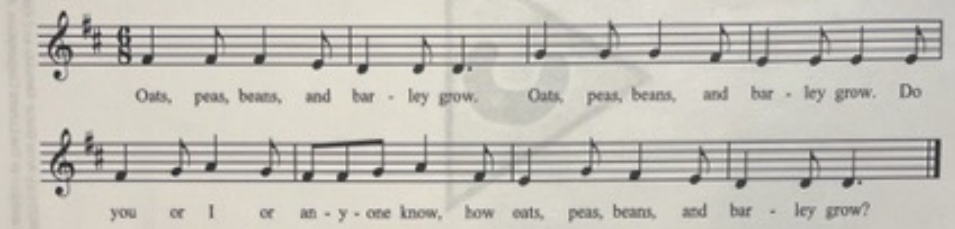
Suggested Grade Levels: *2–3*

Focus

- Melodic Direction
- Audiation
- Body Percussion

Materials

- Class set of pointing pages (see page 48)
- Pointing devices (optional)
- Non-pitched percussion



Instructional Steps

Melody Picture Pointing Page

1. Sing the song for the children, showing each of the four phrases by moving your hand and arm in an arc from one side of your body to the other.
2. Direct the children to close their eyes and listen while you sing the song a second time.
3. Ask the children to open their eyes, sing with you, and show the phrase lines.
4. Ask the children the following questions:
   - How many phrases are in the song?
   - Do any of the phrases have the same words?
   - Which phrase has different words from the rest?
5. Sing the song once more, listening to confirm the children's answers to the questions.
6. The third phrase can be challenging. Isolate this phrase and teach it by rote. Then, have the students sing the third phrase while you sing the first, second, and fourth phrases.
7. Switch jobs, with you singing the third phrase while the students sing the others.
8. Display the Melody Picture Pointing Page and sing the song again as a class while you point to the images on the page.
9. Distribute copies of the Melody Picture Pointing Page to your students, along with pointing devices, if you wish.
10. Have the students point to their page while singing the entire song together as a class.
11. Choose four students to be soloists and assign each one a phrase to sing by themselves while the rest of the class audiates (sings in their head) the song. Consider having the soloists come up front with their pointing pages to sing and point during their turns.
12. Repeat this activity with four new soloists, and then divide the class into four groups to sing the piece in the same fashion.
13. Pair up the students, assigning one to be the pointer and another to sing while clapping the rhythm of the piece. Two students will share one pointing page for this activity. When they are done, tell the students to trade jobs and repeat.

Body Percussion Activity

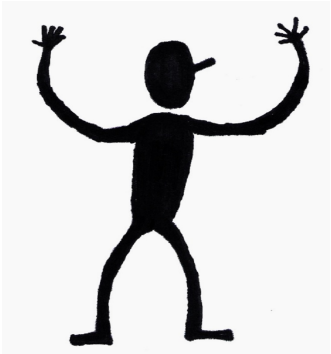
1. Instruct the students to once again look at the recurring patterns on their pointing pages (you may choose to project a digital image of the page for this portion of the lesson). Have the students add a snap on the word "oats" as the class sings again.
2. Continue singing the song three more times, adding more body percussion sounds on each word, as listed below. As you add more body percussion, slow the tempo a little so that the students will have more success. Once they have practiced a few times, return to the original tempo.
   - First singing: Snap on "oats"
   - Second singing: Add a clap on "peas"
   - Third singing: Add a pat on "beans"
   - Fourth singing: Add stamps on "barley grow"
3. Once the body percussion is established and the students have practiced it a few times, divide the class into four groups. Each group should sing and perform the body percussion for their words only. You can sing the third phrase and the "ands." Fun!
4. For the final body percussion challenge, instruct the entire class to perform all of the body percussion parts while audiating the song.

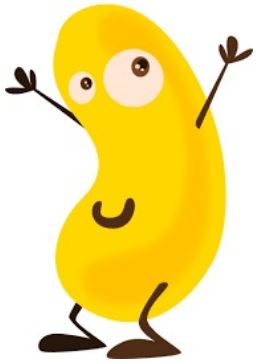
Non-pitched Percussion/Audiation

1. Working again with four groups of students, assign each group a word and a non-pitched percussion instrument. Perform the song with all of the students singing while they play. You can use the instruments suggested below or choose your own.
   - Oats: Rhythm Sticks
   - Peas: Maracas
   - Beans: Triangles
   - Barley grow: Drums
2. Eliminate the singing one phrase at a time, until the only words being sung are "Do you or I or anyone know how . . . "

Non-pitched percussion transfer

LET'S FOCUS ON LONG AND SHORT PHRASES WITH . . .





THE FREEZE GAME !

AVAILABLE AS A SINGLE DOWNLOAD FROM WWW.MUSICK8.COM

Introduction – 8 measures

A Move for two measures/Freeze for two measures (four sets)

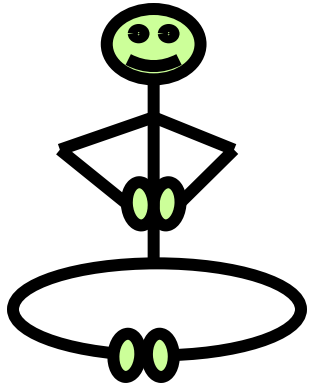
B Move–move-move-move-freeze (four sets)

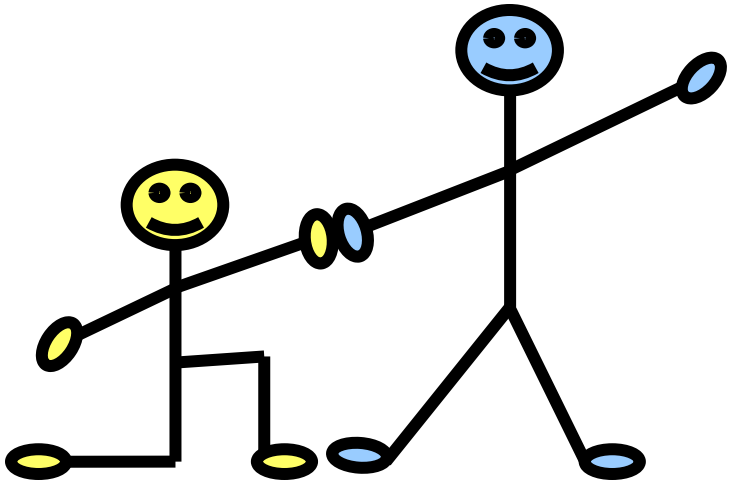
A Move for two measures/Freeze for two measures (four sets)

B Move–move-move-move-freeze (four sets)

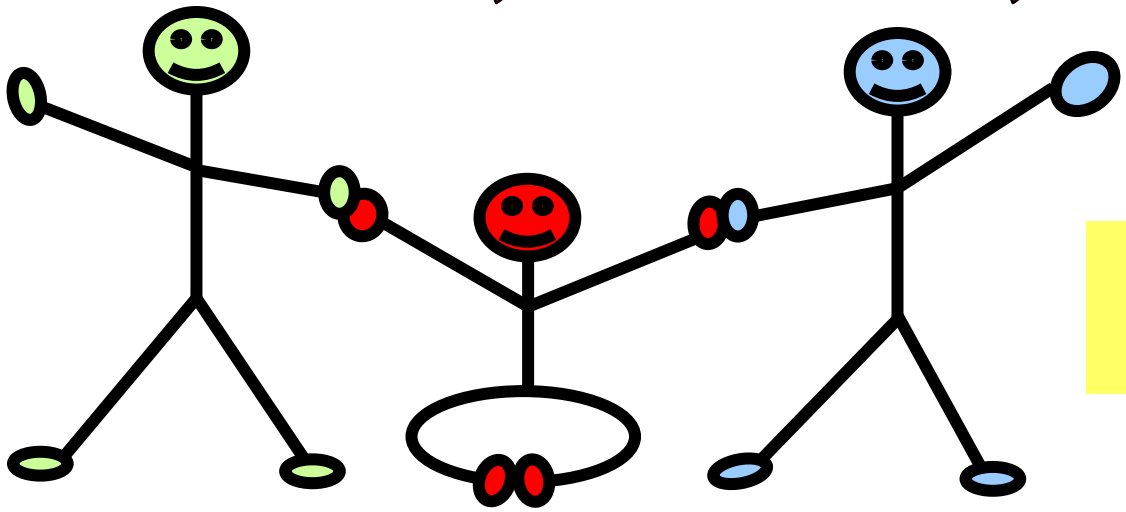
A Move two measures/Freeze two measures (4 sets) – **FREEZE!**


BEAR LAKE
SOUND





Stick Figure Mirroring Activities: Individuals, Partners, and Trios



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Artie's Teaching Resources

Woods, Metals, Shakers, Skins
Hoop Group Activities for Your Active Music Room

Percussion Parade
The Wonderful World of Non-Pitched Percussion

Artie's Affirmations
21 Educational and Inspirational Posters for Every Music Classroom

Adventures with the Orchestra
A complete instructional unit to bring the orchestra to your students

KidStix
Rockin' Repertoire for Rhythm Readiness

Music Madness!
Totally Terrific Interactive Games

Get to the Point!
A Collection of Pointing Pages and Powerful Plans

Parachutes and Ribbons and Scarves, Oh My!
Listening Lessons with Movement Props

Mallet Madness Interactive CD-ROM *and*
Mallet Madness Strikes Again!
Interactive CD-ROM
SMART and Promethean editions of whiteboard lessons with PowerPoint materials to support your favorite resources

Mallet Madness
A collection of engaging units for using mallet instruments and drums in the music classroom

Mallet Madness Strikes Again!
A collection of engaging units for mallet instruments and drums

Recorder Express
Soprano Recorder Method with CD

Proficiency Packs
Each pack includes 30 student cards on brightly colored, sturdy card stock and a teacher's guide

#1—Rhythm Rockets
#2—Sneaky Snake (vocabulary)
#3—Beat Strips and Rhythm Markers
#4—Doggone Dynamics
#5—Melody Mice
#6—Percussion Discussion (with CD)
#7—Mood Meters (with CD)
#8—Ensembles for Everyone (with CD)
#9—Style Dials (with CD)
#10—Super Singers (with CD)

Artie's Jazz Pack
CD included • Games and Activities for Teaching About Jazz in the Classroom

AD765

Visit **www.artiealmeida.com** to learn more about and purchase these and other exceptional teaching resources from Artie.

About the Clinician

Dr. Artie Almeida has 37 years of public-school teaching experience and was the music instructor at Bear Lake Elementary in the Orlando FL area, where she taught 1200 K-5 students. Her dynamic performing groups have performed for hundreds of audiences, including AOSA, FMEA, Walt Disney World, and on the NBC Today Show.

Artie's accolades include Florida Music Educator of the Year, Runner-Up for Florida Teacher of the Year, International Educator 2006 (Cambridge UK Biographical Society), school level Teacher of the Year six times, Seminole County Teacher of the Year, and University of Central Florida Alumni of the Decade. Artie is included in the publications Who's Who in American Education and Great Minds of the 21st Century.

Artie was an adjunct professor of music education at the University of Central Florida for 34 years, the saxophone instructor at Valencia State College, the music and movement instructor at Seminole State College and a saxophone performer and instructor. Additionally, she performs early music on woodwinds with Ars Antiqua and the Halifax Consort.

Artie presents music education symposia throughout the world and her 30 publications celebrate innovative delivery systems for K-5 music instruction. Heavy Academics: Delivered Joyfully!

Contact Artie at musicja@me.com

Refer to the following page for a list of Artie's Teaching Resources.